

2nd Grade, Quarter 2

Formative Assessment



This assessment is meant to measure progress towards the following standards:

- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Students will identify the definitions for “recount” and “central message.” Students are then asked two inference questions followed by an open answer question that asks students to tell the central message of the story. The final task calls for student to write recount the story using a graphic organizer.

Because we know that vocabulary is typically a tricky spot for our students, question 1 address standard RI.2.4. Questions 2 and 3 measure standard RI.2.1. This is a carry-over skill in order to address making inferences (answering the “why” in the story), which is often tricky for 2nd grade students. Questions 5 and 6 address standard RL.2.2.

Directions for Giving the Assessment:

Students should spend 10 minutes independently reading the passage (Readability 1.9; Lexile 360) and answering the questions on this assessment. Encourage students, especially struggling readers, to think about strategies they have for reading difficult passages/texts.

After 10 minutes, please read the passage and questions aloud for the class. If asked, continue to read aloud any portion of the passage or question. While we know that *read aloud* is not an allowable accommodation on the reading portion of high-stakes testing, the purpose of this assessment is to measure reading comprehension...not independent reading comprehension.

Please give this assessment to your students on November 18th. We will discuss it during the regular Monday meeting on November 23rd.

The New Family

The Robinsons moved into the neighborhood in July. It was very hot. They saw the sign about the block club. Mrs. Robinson said, "That is good. I want to live on a safe block."

The next day, Jimmy and Jerome Robinson were outside playing. They were playing baseball. Adam Johnson came to play with them. He said, "I'm glad to have someone to play ball with." He lived across the street.

Jimmy hit it hard. It went into the neighbor's yard. He said, "I'll go get it. Wait for me here."

"No, don't go there," said Adam. That's where Mr. James lives. He is the head of the Block Club. He will be angry. We are not supposed to play baseball on the street. We are supposed to go to the park to play baseball."

"But my mother will be angry if I lose our ball," Jimmy said. So he went to the neighbor's yard to get the ball. A tall man came out of the house just as he got to the ball. "Who are you and what are you doing here?" he asked.

"I'm Jimmy Robinson, and I came to get my baseball. I'm sorry I hit it here. I didn't know the rule."

"OK. You can get it this one time. But remember, we all need to follow the rules on this block. The rules help us have a good place to live, a safe place to live. If you want to play ball, go to the park."



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Jimmy ran back with the ball. Adam and Jerome were glad to see him. "That's my brave brother," said Jerome.

Just then their mother came outside. "Mr. James called me. He says he wants to help us understand the rules of the block. What have you been doing?"

Name: _____

1. What does “recount” mean?
 - a. To tell the lesson that the author wants me to learn.
 - b. The time and place in which the story takes place.
 - c. The main point; the biggest idea that the author wants me to learn.
 - d. To tell the details of the beginning, middle, and end of a story in order

2. What does “central message” mean?
 - a. To tell the lesson that the author wants me to learn.
 - b. The time and place in which the story takes place.
 - c. The main point; the biggest idea that the author wants me to learn.
 - d. To tell the details of the beginning, middle, and end of a story in order

3. Why did the neighborhood have a *block club*?
 - a. Because Mr. James is mean and bossy.
 - b. To make sure everyone knows the rules and stays safe
 - c. So that all of the boys would play baseball at the park
 - d. To welcome new friends and neighbors

4. Why does Jerome think his brother is brave? (paragraph 8)

5. What is the central message of this story?

6. Recount the story using the following graphic organizer:

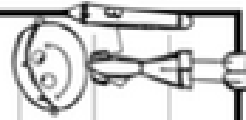
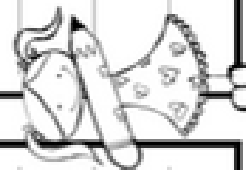
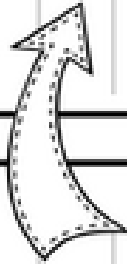
Title:

Author:

Beginning

Middle

End



RETELLING STORY MAP

1. What does “recount” mean?
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 - b. The time and place in which the story takes place.
 - c. The main point; the biggest idea that the author wants me to learn.
 - d. To tell the details of the beginning, middle, and end of a story in order

2. What does “central message” mean?
 - a. To tell the lesson that the author wants me to learn.
 - b. The time and place in which the story takes place.
 - c. The main point; the biggest idea that the author wants me to learn.
 - d. To tell the details of the beginning, middle, and end of a story in order

3. Why did the neighborhood have a *block club*?
 - a. Because Mr. James is mean and bossy.
 - b. To make sure everyone knows the rules and stays safe
 - c. So that all of the boys would play baseball at the park
 - d. To welcome new friends and neighbors

4. Why does Jerome think his brother is brave? (paragraph 8)

Jerome thinks Jimmy is brave because he went into Mr. James' yard to get the baseball even though he knew that Mr. James would be angry that the boys were playing baseball in the street.

5. What is the central message of this story?

Student responses will vary, but students should say something to the effect of knowing and following the rules, admit when you don't know the rules, etc.

6. Recount the story using the following graphic organizer:

Beginning: The Johnson family moved into the neighborhood. Jerome and Jimmy Johnson played baseball in the street with Adam.

Middle: Jimmy hit the baseball into Mr. James' yard. Adam told the other boys that they were not supposed to play in the street. Jimmy didn't want to get in trouble, so he went to get the ball from Mr. James' yard. Mr. James told the boys to play in the park and to follow the rules of the neighborhood.

End: Mr. James called Mrs. Johnson and told her that they needed to learn the neighborhood rules.